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ABSTRACT

This paper explores four dimensions of telecommunications as resources for peace education: (1) advocacy for special issues or concerns as a social action component; (2) enhancement for teaching peace education and conflict resolution; (3) links in cyberspace as an added dimension for partnerships and collaborative projects; and (4) expansion of expertise through technology and collegial contacts in other global centers. Evidence collected from several disciplines in a global search for projects, processes, and products could offer a blueprint for action for those in peace education. Survey results are shared on the attitudes of 50 peace educators throughout the world on the potential of telecommunications. (EH)

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CYBERSPACE: A NEW FRONTIER FOR PEACE EDUCATION

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CYBERSPACE: A NEW FRONTIER FOR PEACE EDUCATION

I. Introduction

Within the past decade, peace educators have come to the realization that the expanding dimensions of telecommunications may offer a window of opportunity for advancing peace education in the new millennium. With just a few short years remaining of the old century, peace educators in growing numbers have examined the dimensions of new global networks of colleagues, programs, and organizations through a special lens of discernment. This focus includes the possibility of an expanded mission for peace education to teach nonviolence, conflict resolution, social justice and concern for the environment, among other goals, if these ventures could integrate advances in the electronic dissemination of information.

For over a year now, the authors have collected evidence from several disciplines in a global search for projects, processes, and products that could offer a blueprint of action for those in peace education. In sum, global networks of scholars, students, scientists, educators, and parents have already formed joint ventures that involve communications with each other from multiple locations around the world. One example, involved students in a science study, but also showed that they collaborated on projects that introduced "global understanding and sensitivity . . . difficult to inspire without using electronic communication." (Friedman, Baron & Addison, 1996). Clearly, an added dimension can be deduced through increased understanding of concerns of students from different cultures.

This paper will explore four dimensions of telecommunications as possible resources for peace education: (1) Advocacy for special issues or concerns as a social action component; (2) Telecommunications as an enhancement for teaching peace education/conflict resolution; (3) Links in cyberspace as an added dimension

for partnerships and collaborative projects ; and (4) Expansion of expertise through technology and collegial contacts in other global centers.

Finally, the results of a survey on the attitudes of fifty peace educators throughout the world on the potential of telecommunications will be shared.

I. Advocacy for Special Issues or Concerns

From 1995-1997, examples are in evidence that various disciplines in higher education have already recognized the possibility of integrating technology to advance a single issue or specific area of research. For example, educators in health education and physical education have included the Internet as a communications conduit for people everywhere "through email with other teachers to share ideas, concerns and solutions to problems." (Elliot & Manross, 1996). In health education, the Internet was advanced as a way to "join in discussion groups with people all over the world in order "to be informed about the latest developments in your discipline." (Stivers, Bentley & Meccouri, 1995). Especially in the field of international relations and diplomacy, expanded dimensions for advocacy are possible. The Stanley Foundation, for example, convened a conference on international human rights. A major theme advanced was that "ideas and information, with their potential for cultural, political, economic, and social transformation" soon will be accessible to "worldwide audiences." As a result, a period of continuing change is apparent with the idea of the "global village" becoming a reality. (Stanley Foundation, 1996).

In the past year, as members of a peace education electronic network created by the International Peace Research Association, numerous issues were brought to the attention of those connected to the listserver. Political events with implications for future political problems(Middle East, Bosnia) were publicized. In addition, one member produced an electronic magazine that integrated peace with literature making poetry and essays available for members, months before a paper publication

would have been possible(Aharoni, 1996). Clearly, personal diplomacy, political activism and advocacy received calls for action through the Internet.

II. Telecommunications as an Enhancement for Teaching Peace Education/Conflict Resolution

As an area of mutual understanding, a wide range of topics has been generally recognized as inclusive for a peace education curriculum. These may include: (1) peace education and conflict resolution; (2) cooperation and interdependence; (3) nonviolence; (4) global community and multicultural understanding; (5) peacekeeping methods; (6) human rights, social justice; (7) social responsibility, citizenship and stewardship ;and (8) ecological balance and global environments (Hinitz, 1994).

Essentially, the pioneer peace educator, Betty Reardon, a decade ago, summed up the purpose of peace education. It is still one that is especially appropriate for the closing years of the century:

> The general purpose of peace education . . is to promote the development of authentic planetary consciousness that will enable us to function as global citizens and to transform the present human condition by changing social structures and the patterns of thought that have created it (Reardon, 1988).

Ideally, beginning with our young children, peace educators need to craft an action agenda that would give children and young people a vision of what *could be*, a future view that would draw on their imaginations to create a visionary dimension of their own peaceful home, school or community. Similar workshops have been carried out by sociologist, Elise Boulding in her Image and Action in Peace Building workshops (Brock-Utne, 1995). An additional example is the work carried out for the past ten years with teaching nonviolence, conflict resolution and peace education in the Milwaukee Public Schools (Harris, 1995).

Colleagues in global centers have become pioneers in teaching peace education and conflict resolution by way of their own Websites, inviting children's participation in a visionary project. These are compiled in the *Online Resources*.

The peace museum prototype(already in existence in several nations) has been advanced as a possible new model for teaching peace education (Duffy, 1993; van den Dungen, 1993; Yamane, 1993). Newer, more practical methods for the integration of peace education into the mainstream curriculum have become a common mission for peace educators.

As a model of what could be accomplished in peace education, a historical museum exhibition related to the Great Chicago Fire of 1871 was launched in 1996, a model of authentic, historical, integrated written and visual materials. Carl Smith, with support from the Northwestern University AcademicTechnologies staff had expertise and resources to construct the exhibition. In sum, 350 Web pages with multimedia effects, offer a glimpse into a significant event in Chicago history (Smith, 1997).

As related to teaching peace education, this cyber construction illustrates the potential for the collaboration of children around the globe in similar peace-related projects, perhaps an ideal environment where groups could work together on mutually beneficial projects. Indeed, just such a cyber construction does exist, crafted as a"Kids' Peace Museum," the product of children at the Indian Hill Primary School(a private school) in Cincinnati, Ohio. *See Online Resources.*

III. Links in Cyberspace as an Added Dimension for Partnerships and Projects.

International cooperation with cross-disciplinary research, ideally, could be melded to advances in electronic technology and information services, in the service of peace education. These goals have been already been recognized by UNESCO which convened a recent conference on "The Impact of Information and Communication Technologies on Teaching and Teachers" hopefully to strengthen international cooperation in the pursuit of peace and international understanding(Khvilon & Patru, 1997).

A prime example of a project to advance international and intercultural encounters took place at St. Olaf College(Northfield, Minnesota), where email partnerships were formed with students in Japan, Thailand, Mexico, Australia and Hong Kong. Similar intercultural linkages were created with a Russian-American Special Education Project undertaken by Bridgewater State College(Bridgewater, Massachusetts). (Battaglino, L., 1996). These bonds that are forged through telecommunications make it possible to integrate a multicultural view based on global competency, a stage that is essential for children (Miller & Jacobson, 1994). Children and youth participating in intercultural projects, as described above, have the potential to move beyond narrow ethnic and group identities, to assume a wider identification as global citizens.

Potential Barriers to Acceptance of Peace Education:

For several decades, acceptance of peace education into mainstream educational programs has been a matter of special concern. It has been suggested that perhaps such acceptance can be advanced through the use of expanding global networks (Lundeberg, 1995; McCarty, 1991). A typical example of the ***non-acceptance of peace education*** was reported by the late sociologist, Kenneth Boulding who masked his early peace research at the University of Michigan in 1956 as the work of the "Center for Research on Conflict Resolution" because of the "misunderstandings which might arise" if the word "peace" appeared in the title (Stomfay-Stitz, 1993). The controversial issue of "peace" used for Communist propaganda sowed misunderstanding in the public mind buttressed by the excesses of McCarthyism in the 1950s. Through subsequent decades, peace education has faced periods of confusion and misunderstanding.

The late years of the 1990s may be the historical window of opportunity to finally overcome previous biases against peace education. The most recent news dispatches reveal the tragic reality of violence against American youth. They are twelve times more likely to die by gunfire than any other youth in the rest of the industrialized world. In addition, homicide and suicide rates have quadrupled among U.S. children under the age

of 15 in the past five years (U.S. Youth, 1997). Similarly, surveys of families, communities

and the general public reveal their perception of violence in schools as having *increased rather than decreased* over the past three years (Elam, Rose, & Gallup, 1996). For all of these reasons, communal, cultural, and societal violence have become overwhelming. Yet, these realities could be viewed as opportunities for a public education campaign to move peace education and conflict resolution to the forefront.

Concrete projects and support for meeting the goals of safe schools(a national goal) and the peaceable classroom as a standard and ideal environment for students from rapidly expanding, diverse cultural and ethnic groups, should be melded to advances in technology that could make success a possibility.

Rationale for Greater Acceptance of Peace Education

In the 1990s, it is apparent that teaching respect and tolerance for those who are different may be the primary goal for those in education. The hatred and animosity toward segments of a citizenry, as evidenced in South Africa, the Middle East and Bosnia, underscore the necessity of beginning with young children to teach attitudes and behaviors that lead to peaceful classrooms and homes (Hinitz, 1994, 1995; Stomfay-Stitz, & Hinitz, 1996). Furthermore, the introduction of such initiatives may ensure positive social interactions that could implement the tenets of the United Nations *Convention on the Rights of the Child* (Hinitz, 1994). There is growing recognition that the United Nations could play a major role in the dissemination of peace education. A program does exist, known as ***United Nations CyberSchoolBus*** that can be accessed via

http://www.un.org/pubs/CyberSchoolBus

One project is a "Country Focus" which is relevant for the study of countries and cultures of the world. Resources and background information is available for fourteen countries. In addition, special activities focus on Human Rights Day, International Women's Day and World Health Day, among others.

With new technology, there may be an urge to push forward. Especially in early childhood education, computer literacy should always be based on current research regarding the needs of young children, including at the same time hands-on experiences (Hyson & Eyman, 1986). With each new level of technological change, there are concerns for uses and effects of technological advances on children and their teachers, pre-service and in-service (Cohen, 1972). Assistance for teacher education students learning to use the Internet has been created(Hinchliffe, 1996; ERIC Clearinghouse, 1995).

IV. Expansion of Expertise through Partnerships, Collaborative Projects and Global Centers

Experts on transnational communications have warned that global societies are at a stage of transformation "more revolutionary than anything caused by the end of the cold war." As a consequence, thousands of transnational organizations, such as Greenpeace, "are forming new identities, literally creating a new 'civil society.' " (Toffler & Toffler, 1993). Information from a previous year may be quickly outdated as innovations and improvements in technology emerge. These raise societal and educational issues as well as concerns for equity and access. For example, bouyant hopes for an electronic village (Blacksburg, Virginia, site of Virginia Tech) that could provide an entire community with enhanced information services was finally perceived as "doing a better job of serving the rich than the poor." (Blumenstyk, 1996). This issue with implications for peace education ventures was faced directly by the St. Paul(Minnesota) public schools(Gaines, Johnson & King, 1996). Further discussion of the issue of Web access to education was expanded to include the possibility of Web use as alternative schooling, such The Virtual High School in British Columbia, a project-based curriculum(Owston, 1997).

Furthermore, Royal Van Horn, a frequent writer on technology and education warned a year ago that commercial use of the Internet will become so widespread that "universities and schools will move to establish their own networks." (Van Horn, 1996). A year later, the prophecy had become true with the announcement of a new service on

the Internet exclusively for college and university communities, literally bypassing the national Internet system (McCollum, 1997).

The incredible prospects of an email network including 51,000 scholars in 70 countries has been cited recently as an example of a Humanities and Social Sciences OnLine network. Here scholars share ideas, solve problems and work together providing a service for information on archives, syllabi and announcements (Guernsey, 1997). Student-based networks have shown similar gains. The Galaxy Institute for Education Classroom's second year of operation has attracted more than 68,000 students in 650 schools in the United States, Mexico and Canada in a television series and interactive curricula with telecommunications technology and hands-on activities. These allow students to communicate via email and access the GalaxyWeb page(K-12 Classroom), (Galaxy, 1996). The evidence cited above offers proof that the proverbial window of opportunity for advancing peace education may not be open forever, that given the incredible pace of change and innovation, a campaign and plan of action should be initiated.

V. An Action Plan for Peace Education Integrated with Technology

As a first step in linking peace education with expanded electronic networks, consideration should be given to the framework that exists to bring about important social and educational changes in human attitudes and values. The historically defining moment of the approaching millennium should cause all in education to move beyond the conventional and the pedestrian, to form a unique vision of what ***could be*** a positive future for the world's children.

We have examples that exist of landmark events from several disciplines. Similarly, a peace education visionary project would involve collaboration on a large scale, such as a real world problem that has deeply affected American society - communal, cultural, and societal violence that appears to be unchecked. Literally, a new way of thinking may be needed. For example, Aukstakalnis & Mott(1996) have written of the

necessity for "visual thinking" which is rooted in cognitive psychology and visual information processing. Such a process, they pointed out, occurred in the research of Watson and Crick involving the human DNA molecule. With advanced developments in software technology, visual tools exist that can simulate dimensional scenes or even displays for virtual reality. In education, we already have several significant examples of such a process. For example, a "virtual community" is created when students with a common intellectual pursuit join together, overcoming physical distances, to interact, collaborate, and create a group participation that can result in a formal project or product (Partee, 1996). A similar "virtual environment" was designed for physically handicapped children (Abdulezer, 1996).

The second author was a participant in a graduate student's online research into new methods that secondary students in history and political science were using to gain knowledge through online resources. A classroom in Belgium volunteered to exchange opinions in an online survey of attitudes toward learning new information and studying concepts. After several weeks, individual messages and friendships had been formed - literally creating a "virtual community" with a common goal, one that overcame physical distance to foster a cooperative project.(Stomfay-Stitz, 1995-96). Similarly, peace education projects can link collaborators in distant locations throughout the globe.

VI. Attitudes of Leading Peace Educators Throughout the World on the Potential Influence of Telecommunications

A survey of fifty peace educators from educational communities throughout the world was conducted during 1996-1997. Thirty-one usable responses were received in hard copy or electronic transmission, a sixty-two percent return rate. All of the respondents are decision makers, the majority of whom are teachers. Over fifty two percent teach at the University level and more than five percent at the elementary school level, with another five and a half percent of the statistical population serving in other school-based personnel roles. A little over eleven percent of the respondents denote their

position as researcher, while eight percent are engaged in full time conflict resolution work. Twenty percent of the respondents identify early childhood/child development as their major discipline, while over thirty percent work in other educational levels and subjects (See Table 1). Almost fourteen percent of those replying work in the fields of peace studies or peace literature, with an additional seven percent in conflict resolution and peer mediation. Psychology (and the sub-disciplines of peace and social psychology) is the discipline of another thirteen percent of the population studied.

The responses of the individuals surveyed reflect the recent general trend toward increased computer use in the academy and in the schools. One hundred percent of the respondents own a computer and a printer. Half of them have fax capability in their home. A smaller percentage have access to a scanner, CD-ROM or laser videodisk. Some persons have an additional computer and printer available at their work site. All respondents utilize word processing for their research, writing and publications. Ninety percent use it for preparation of teaching materials, and over sixty percent integrate the computer into their classroom teaching. Seventy percent have access to the World Wide Web(Internet) through their school, university or organization. Some have prepared their own peace home page, entered peace material on a departmental home page, or developed children's peace activities for cyberspace.

By far the greatest number of respondents(close to eighty percent) use the Internet for discussion and idea generation (see Table 2). Seventy-seven percent have exchanged curriculum resources; seventy-four percent instructional materials; and seventy percent print and media resources, as well as the names and vitae of resource persons, in this manner. Close to sixty-five percent of respondents have exchanged information on useful peace education techniques. The responses point to the growing trend of computer usage in the peace education community around the world.

Perhaps the most interesting statistical set is that of self-placement on the technology continuum(see Table 3). A little over sixty-five percent of the respondents

view themselves currently as average users of telecommunications, while more than sixteen percent say they make limited use of cyberspace. However, when asked to project one and five years in the future, many people noted expected changes. While sixty-three percent said they would be average users at the same time next year, close to twenty-seven percent said they would have extensive expertise with computers, and in their use of the Internet. The picture changes even more dramatically when respondents were asked what level of computer competence they expected to achieve within five years. Over sixty-three percent of the surveyed population anticipate that they will be extensive experts, while another three percent project they will become experts during that time period. Thirty percent of the respondents said they would be average users in five years. No one said that they would be a beginner or a limited user five years from today.

These figures show a significant trend among peace educators, researchers and conflict resolution personnel toward the use of computers in their work, and throughout their lives. Computers are used for communications and dissemination by the one hundred percent of respondents who own personal computers. The ready accessibility of the tools encourages creative uses of telecommunications, including: information exchanges(as shown in Table 2), classroom uses and the preparation of electronic peace materials and lessons(at both the university and school levels), electronic journals and magazines, peace listservs and web sites on the Internet. The survey data highlights the dramatic changes that have occurred during the past year, as ever-increasing numbers of educators in general, and peace educators in particular, have been drawn to the Internet as a knowledge, communication, and diffusion source. School children are connected in a global village, learning from and about each other, and sharing peaceful activities under local and international sponsorship. Pre-service and in-service faculty at all education levels are using telecommunications for thematic planning, developing professional relationships with colleagues around the world, and joint efforts through sponsored web pages and group activities.

VII. Conclusion

A note of caution is appropriate here. Internet usage can become addictive. This proclivity has resulted in the expression of concerns similar to those stated by Cohen in the early days of television usage:

> That technology has changed our world for the better in many respects no one can gainsay. We do need technological help to eradicate hunger and destitution. But Norbert Wiener warned long ago that technology would destroy human beings if it was not directed to human ends. . . children . . . not only do not see why they should put out effort for a goal that is not immediate, but they fail to learn that they have the necessary competency to try. {Par} As we move at an unprecedented pace toward living with images of the real thing, ought we not worry about whether we are creating{emphasis added} *children who are losing strength to function in human ways*, who will be overdependent on technology, who will not find competency in mastering their environment or feel the surge of joy in being active, feeling doers? (Cohen, 1976, p. 302).

Those who advocate the proliferation of peace education sources and resources in cyberspace must also address similar concerns that accompany telecommunication usage by children and adults.

The authors found that peace educators the world over are presently utilizing telecommunication technology to further the course of peace. Based on the survey data, it is projected that in the coming years this usage will broaden and deepen as more and more peace professionals and educators engage computer technology in a variety of ways. Cyberspace tools currently foster peace education. The creativity of the inhabitants of cyberspace opens limitless possibilities for us to do the work of the peacemaker.

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Position of Respondent		
University Instructor/Professor	19	52.78%
Classroom Teacher	2	5.56%
School Counselor	1	2.78%
Elementary Principal	1	2.78%
Peace Center Director (U.)	1	2.78%
Researcher	4	11.11%
Writer/Editor	2	5.56%
Publishing: Managing Director	1	2.78%
Conflict Resolution: Trainer		
" :Coordinator/Director	3	8.33%
Women's Advocacy Org.: Coord.	1	2.78%
Dep. Director: Peace Foundation	1	2.78%
	36	100

Discipline of Respondent		
Child Development	1	3.45%
Early Childhood Education	5	17.24%
Education	4	13.79%
Elementary Education	3	10.34%
English (Teacher) Education	1	3.45%
Language Arts Teacher	1	3.45%
Instructional Technology	1	3.45%
International Studies	1	3.45%
Conflict resolution/ Peer mediation	2	6.90%
Peace literature (Cyber)	1	3.45%
Peace Theory/Studies	3	10.34%
Philosophy/Religion	1	3.45%
Psychology	2	6.90%
Social/Peace	2	6.90%
Sociology	1	3.45%
	29	100

Table 1

Table 2

	Own Technology	Technology Available
Computer	31	2
Printer	30	3
Fax	16	3
Scanner	4	
Modem	3	
CD-ROM	2	1
Laser Videodisk		
USE OF WORD PROCESSING		
Preparation of Teaching Materials	28	90.32%
Writing, research, publications	31	100.00%
Integrate in Classroom Teaching	19	61.29%
ACCESS TO WORLD WIDE WEB		
School/University/Organization	22	70.97%
Own Peace Home Page	10	32.26%
Department Home Page	1	3.23%
Regular Contacts		
National	25	80.65%
International	21	67.74%
EXCHANGE OF INFORMATION		
Discussion/Idea Generation	26	83.87%
Curriculum	24	77.42%
Techniques	20	64.52%
Print/Media Resources	22	70.97%
Instructional Materials	23	74.19%
Resource Persons	22	70.97%
Developed Child Peace Activities	7	22.58%

Self on Technology Continuum

	Extensive Expertise	Extensive Expertise	Expertise	Expertise	Average	Average	Limited	Limited	Beginner	Beginner
Present	2	6.67%	1	3.33%	20	66.67%	5	16.67%	2	6.67%
In One Year	8	26.67%	2	6.67%	19	63.33%	1	3.33%	0	0.00%
In Five Years	19	63.33%	1	3.33%	9	30.00%	0	0.00%	0	0.00%

17 Table 3

APPENDIX A

Online Resources for Peace Education/Conflict Resolution

Ask ERIC

http://ericir.syr.edu

Online resources of abstracts of peace education papers from AERA, Association for Childhood Education International(ACEI), and National Association for the Education of Young Children(NAEYC) and the Peace Education Commission of the International Peace Research Association (IPRA)

Atrium Society **(Terence Webster-Doyle)**

http://www,atriumsoc.org/edupresr.html

Peace education resources, bullying and handling conflicts.

Bank Street College Library

http://www.bnkst.edu/library/violencecurr.html

Citations for Violence in Schools Curricula

Bucks County Peace Centers (Barbara Simmons, Executive Dir.

http://www.comcat.com/peace/Peace Center.html

Community mediation, community peace and social justice issues. Library of peace education/conflict resolution materials.

Children's International Summer Villages

http://www.yahoo.com/Society_and_Culture/organizations/ Public_Interest_Groups/Children/Children_s_International_ Summer_Villages_CISV

For the development of international understanding and the creation of a peaceful society.

DodoLand

http://www.swifty.com/azatlan/

Earth Day and environmental projects for children in an electronic magazine free for children by Canadian authors.

***Friends for a Nonviolent World*(Minneapolis, MN)**
http:www.mm.com/FNVW/orgs.html

***Global Youth Network for Peace & Justice*(GTN)**
http://www.ssc.msu.edu/~pohg
Activities for international understanding, based in Seoul,Korea, with links to schools in Michigan.

***Indian Hill Primary School Kids Peace Museum*Cincinnati, OH)**
http://www.ih.k12.oh.us/ps/peace
Described as a "work in progress" on 1/27/97, children created exhibit galleries with art and writings based on peace themes.

***KidCast for Peace: Solutions for a Better World Project(* Marin County, CA for K-12 children. They are building a VRML "EarthStation" as a repository for poems**
http://www.creativity.net/CCafe/CCCWPFPressRelease.html
http://skywebs.com/cre8/ccafe/kcpr3.html
Connects children interactively via Cu See Me software to share art with projects for K-12 and building an Earth Station, a VRML as a repository for poems.

***Manju Lodha* Poetry, stories, and art (for K-12 students)**
http://eastman.freenet.mb.ca/art/manju
Creative works(poetry, stories and art) for K-12 students by a young woman from Manitoba, based on themes of peace, nonviolence, and tolerance.

Neve-Shalom/Waht al Salam(Israel)
http://ourworld.compuserve.com/homepages/nswas/SFP.htm
Website for a School for Peace established jointly by Jews and Palestinian Arabs of Israeli citizenship.

Pave Peace through Literature and Culture E Magazine
http://www.antioch.edu/~peace//ipra/IPRA.html
(Home page of the International Peace Research Association)

Peace and Social Justice for Kids
http://www.smplanet.com/kids/peace

Peace Education: A Guide to Finding Library Information
http://libits.library.ualberta.ca/library_html/libraries/coutts/guides/peace

***Peace Education Now*(Sue Biythe)**
http://gnv.fdt.net/sblythe/peacenow
"Educating for a Culture of Peace through Multimedia Interactivities."

PeaceJam
http://theodore-sturgeon.MIT.EDU:8001/peacejam/index.html
A special project "for kids of all ages...celebrating the lives of the heroes of peace."

***Peaceweb(* Ottawa Society of Friends)**
http://www,ottawa.net/~peaceweb/
Includes children's activities.

***People for Peace*(penpals)**
http://www.kids4peace.com
Created by People for Peace, a New Jersey non-profit corporation, Box 570,Roosevelt, NJ 08555-0570. but also listing the World Peace Prayer Society, RR1, Box 118, Benton Rd., Wassaic, NY 12592 as a sponsor of activities, includes peace education, conflict resolution, an online Kids Care! Story Center. and Penpals for Peace.

Play for Peace
http://www.playforpeace.org
Brings children of conflicting cultures together through play. Coordinator, Mary Schultz "Play for Peace Chicago."

Sadako and the Thousand Paper Cranes
***One Thousand(1000 Crane Club)*-Walter Enloe & Steve Leaper, Minneapolis, MN**

http://his.rerf.or.jp:8080/hiscrane.htm

Folding paper cranes for peace, a video, poster and materials from a project related to the Hiroshima Peace Park statue of Sadako, linking American and Japanese schools.

Stopping the Cycle: Violence Prevention for Educators

http://www.smplanet.com/violence/violence.html

Lesson plans available at:

http://www.smplanet.com/teachers/lesson.html.

Thinkglobal: Web Site of Montana Center for International Visitors
(Programs for Thinking Globally and Acting Locally)

http://www.thinkglobal.org/links.html

Schools in Montana linked worldwide with websites around the world. Lesson Plans for Grs. 5-10 based on Jimmy Carter's book Talking Peace.

United Nations CyberSchoolBus

http://www.un.org/pubs/CyberSchoolBus

Resources for study of 14 countries, Human Rights Day& International Women's Day.

World Peace Day, Jan. 1, 2000

http://www,rain.org/~caspita/odpeace.html

A world day of peace, when "no violence is screened on TV or in the movies."

World Wise Schools

http://www.peacecorps.gov/www/dp/wws/html

For the integration of global education into daily activities, including global education plans for grades 3-5, 6-9 and 10-12.